

# **APPENDIX**

## **STEERING COMMITTEE WORK**

### **Continuous Improvement Monitoring Process for Virginia Assignment of Areas for Improvement and Noncompliance To System Levels of the Logic Model**

The attached matrix of Areas for Improvement, Noncompliance, and Strategies is a collated version of the work of the Virginia State Special Education Advisory Panel (SSEAC) serving in the role of the special education (Part B) Steering Committee. The matrix is divided into the four clusters defined by the Office of Special Education Programs under the Continuous Improvement Monitoring Process. The four columns define the four levels of the system of services according to the logic model developed by Lynne Kahn of the National Early Childhood Technical Assistance System.

The following system was used in entering Self-Assessment findings and proposed strategies into the table:

- Findings that were identified as noncompliance and areas needing improvement by the Self-Assessment completed in December of 2000 are listed.
- Bulleted items are proposed strategies.

## General Supervision

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
<p>Monitoring doesn't ensure local corrective actions are implemented in a timely manner.</p> <ul style="list-style-type: none"> <li>• Determine reasons for noncompliance and use information to target training needs. Focus training in school divisions with demonstrated needs.</li> <li>• Require CAP/improvement plan progress reports every 60 calendar days.</li> <li>• Provide consistent monitoring of CAPs/improvement plans.</li> <li>• Ensure timely on-site followup as needed after receiving LEA's progress reports.</li> <li>• Ensure needed technical assistance provided.</li> <li>• Ensure sufficient staffing for timely followup and technical assistance.</li> <li>• Develop and disseminate a Superintendent's Memorandum identifying systemic noncompliances.</li> <li>• Impose enforcement when LEAs fail to correct persistent deficiencies.</li> </ul>	<p>Monitoring doesn't ensure local corrective actions are implemented in a timely manner.</p> <ul style="list-style-type: none"> <li>• Require special education administrator to coordinate all noncompliance findings, identify needed resources and ensure compliance according to state imposed timelines.</li> <li>• Ensure appropriate people are involved to implement corrective action plans within determined timelines.</li> </ul>			

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
<p>Enforcement actions for persistent deficiencies are inconsistent</p> <ul style="list-style-type: none"> <li>• Employ incremental enforcement actions consistently and systematically including withholding of funds, where LEAs are persistent in their noncompliance of IDEA.</li> <li>• Develop and disseminate a Superintendent's Memo on the state's obligation to impose sanctions/enforcement including withholding funds.</li> </ul>	<p>Enforcement actions for persistent deficiencies are inconsistent</p> <ul style="list-style-type: none"> <li>• Ensure stakeholders are informed of VDOE's obligation to impose sanctions/enforcement including withholding funds when LEAs fail to correct persistent deficiencies.</li> </ul>			
<p>Hearing officers do not make hearing decisions within the 45-day timeline.</p> <ul style="list-style-type: none"> <li>• Track the timelines (can setup on EXCEL) and provide notices prior to the deadline.</li> <li>• Provide comprehensive training to hearing officers</li> <li>• Remove from hearing officers list when they fail to make decisions within 45-days.</li> </ul>	<p>Hearing officers do not make hearing decisions within the 45-day timeline.</p> <ul style="list-style-type: none"> <li>• Require hearing officers to document all extensions</li> <li>• Grant extensions only in the best interests of the child</li> <li>• Both parties must agree to extension.</li> </ul>	<p>Hearing officers do not make hearing decisions within the 45-day timeline.</p> <ul style="list-style-type: none"> <li>• Comprehensive hearing officers training</li> </ul>	<p>Hearing officers do not make hearing decisions within the 45-day timeline.</p> <ul style="list-style-type: none"> <li>• Implement internal operational procedures to ensure hearing officers meet 45-day timeline.</li> </ul>	

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
<p>Decisions from complaint investigations and due process hearings not implemented in a timely manner.</p> <ul style="list-style-type: none"> <li>Develop and implement effective follow-up procedures</li> </ul>	<p>Decisions from complaint investigations and due process hearings not implemented in a timely manner.</p> <ul style="list-style-type: none"> <li>Require hearing officers to document all extensions, and such extensions are granted only in the best interests of the child and agreed to by both parties.</li> </ul>	<p>Decisions from complaint investigations and due process hearings not implemented in a timely manner.</p> <ul style="list-style-type: none"> <li>Ensure staff assigned for timely follow up on the implementation of corrective action</li> </ul>	<p>Decisions from complaint investigations and due process hearings not implemented in a timely manner.</p> <ul style="list-style-type: none"> <li>Provide technical assistance, as needed within 60 calendar days.</li> </ul>	
<p>More opportunities for parents to participate in the monitoring process.</p> <ul style="list-style-type: none"> <li>Develop parent survey to obtain parents' perceptions and satisfaction with special education services at their child's school.</li> </ul>	<p>More opportunities for parents to participate in the monitoring process.</p> <ul style="list-style-type: none"> <li>Require greater efforts of LEAs to solicit input from parents during self-assessment process.</li> <li>Require public meetings during the on-site reviews.</li> <li>Offer incentives to parents that would help to remove barriers.</li> <li>Disseminate information about the state's monitoring including reviews, due process and complaints, and mediation.</li> </ul>			

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
<p>The monitoring in local and state juvenile and adult correctional facilities, residential facilities, state-operated programs and private day schools is not effective to ensure timely corrective actions.</p> <ul style="list-style-type: none"> <li>• Employ appropriate incremental sanctions and enforcement actions consistently and systematically.</li> <li>• Provide needed technical assistance.</li> <li>• Revise monitoring instruments as needed.</li> <li>• Draft reports of findings in a timely manner.</li> <li>• Review interagency agreements</li> </ul>	<p>The monitoring in local and state juvenile and adult correctional facilities, residential facilities, state-operated programs and private day schools is not effective to ensure timely corrective actions.</p> <ul style="list-style-type: none"> <li>• Ensure LEAs understand their role and responsibility to out-of-district placements.</li> <li>• Review interagency agreements involving LEAs and other agencies responsible for providing services to eligible incarcerated youth.</li> </ul>	<p>The monitoring in local and state juvenile and adult correctional facilities, residential facilities, state-operated programs and private day schools is not effective to ensure timely corrective actions.</p> <ul style="list-style-type: none"> <li>• Ensure adequate staffing to conduct monitoring, timely follow up, investigate complaints, and make decisions in a timely manner.</li> <li>• Ensure LEAs provide qualified personnel in providing education services to eligible incarcerated youth.</li> </ul>	<p>The monitoring in local and state juvenile and adult correctional facilities, residential facilities, state-operated programs and private day schools is not effective to ensure timely corrective actions.</p> <ul style="list-style-type: none"> <li>• Identify appropriate people who would need to implement corrective action</li> </ul>	
Local special education advisory reports	Local special education advisory			

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
<p>not used to inform monitoring</p> <ul style="list-style-type: none"> <li>• Increase coordinated effort to identify systemic issues from all monitoring functions.</li> <li>• Require LEAs to show evidence of the local advisory committee's involvement in the review process.</li> </ul>	<p>reports not used to inform monitoring</p> <ul style="list-style-type: none"> <li>• Increase coordinated effort to identify systemic issues through the self-assessment process.</li> </ul>			
<p>A comprehensive review of annual plans for compliance determination of all local policies and procedures is needed.</p> <ul style="list-style-type: none"> <li>• Implement a process requiring a comprehensive review, including policies and procedures, of all annual plans. Require timely corrective action.</li> </ul>	<p>A comprehensive review of annual plans for compliance determination of all local policies and procedures is needed.</p> <ul style="list-style-type: none"> <li>• Require LEAs to make revisions/corrections as needed prior to funding when major deficiencies are identified and all corrections in a timely manner.</li> <li>• Ensure involvement of the local advisory committee.</li> <li>• Ensure annual plans are approved by the local boards and available for public review.</li> </ul>			

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
<p>Hearing officer decisions not reviewed or used in deciding to retain/dismiss hearing officers.</p> <ul style="list-style-type: none"> <li>• Establish internal operational procedures for managing the review of the due process hearing system that details how decisions are analyzed and how case file reviews are managed.</li> <li>• Remove from hearing officers list when they fail to meet 45-day timeline.</li> </ul>	<p>Hearing officer decisions not reviewed or used in deciding to retain/dismiss hearing officers.</p> <ul style="list-style-type: none"> <li>• Require hearing officers to document all extensions, and ensure that such extensions are granted only in the best interest of the child and agreed to by both parties.</li> </ul>	<p>Hearing officer decisions not reviewed or used in deciding to retain/dismiss hearing officers.</p> <ul style="list-style-type: none"> <li>• Establish internal operational procedures for managing the review of the due process hearing system that details how decisions are analyzed and how case file reviews are managed.</li> </ul>		
<p>Monitoring instruments used out-of-district placements may not meet IDEA 97 requirements</p> <ul style="list-style-type: none"> <li>• Review and revise all monitoring instruments as needed to ensure compliance with IDEA.</li> </ul>				

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
<p>More frequent monitoring for certain school divisions</p> <ul style="list-style-type: none"> <li>Implement a more fluent system, requiring a modified self-assessment every three years and a more comprehensive review every six years.</li> </ul>	<p>More frequent monitoring for certain school divisions</p> <ul style="list-style-type: none"> <li>Implement a more fluent system, requiring a modified self-assessment every three years and a more comprehensive review every six years.</li> </ul>	<p>More frequent monitoring for certain school divisions</p> <ul style="list-style-type: none"> <li>Ensure sufficient staffing</li> </ul>		
<p>There is a need for more training opportunities for parents, school principals, and general education teachers.</p> <ul style="list-style-type: none"> <li>Collect data to determine training needs.</li> <li>Coordinate training for parents, school principals, and general education teachers with other agencies, organizations, and VDOE service units.</li> <li>Review training provided by T/TACs and determine whether localities are accessing available training opportunities.</li> <li>Determine reasons localities do not access available training.</li> </ul>	<p>There is a need for more training opportunities for parents, school principals, and general education teachers.</p> <ul style="list-style-type: none"> <li>Ensure appropriate personnel attend training opportunities and provide feedback to other school personnel within his or her building or school division. Implement train-the-trainer mode.</li> </ul>	<p>There is a need for more training opportunities for parents, school principals, and general education teachers.</p> <ul style="list-style-type: none"> <li>Coordinate training opportunities with other program services within the agency and with other agencies.</li> <li>Evaluate training sessions and follow up with participants to determine whether training had any positive impact on</li> </ul>		



<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
		<p>improved services and student outcomes.</p> <ul style="list-style-type: none"> <li>• Use focus meeting data from state self-assessment to target professional development inservice training.</li> </ul>		
<p>Monitor the academic gains of students with disabilities.</p> <ul style="list-style-type: none"> <li>• Disaggregate SOL data, identify trends, determine reasons, and develop/implement effective strategies.</li> <li>• Revise monitoring to focus on academic gains.</li> <li>• Identify indicators and standards for measuring progress at the local level.</li> <li>• Coordinate with academic reviews.</li> <li>• Disseminate promising practices for improved results.</li> </ul>	<p>Monitor the academic gains of students with disabilities.</p> <ul style="list-style-type: none"> <li>• Require LEAs to develop improvement strategies and benchmarks as needed when performance indicators fall below standard.</li> <li>• Coordinate improvement strategies with school and division-wide improvement planning.</li> </ul>	<p>Monitor the academic gains of students with disabilities.</p> <ul style="list-style-type: none"> <li>• Provide school administrators inservice using various quality tools to effectively disaggregate data, make fact-based decisions for future direction, and to establish priorities.</li> </ul>		

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
<p>Review all special education monitoring systems to ensure that systemic issues are identified and corrected in a timely manner and used to target training and technical assistance.</p> <ul style="list-style-type: none"> <li>• Develop procedure to identify systemic issues from all monitoring functions.</li> <li>• Identify systemic issues and communicate to LEAs to review in their school divisions and ensure compliance through their self-assessments.</li> <li>• Provide technical assistance and resource materials and best practices.</li> </ul>	<p>Review all special education monitoring systems to ensure that systemic issues are identified and corrected in a timely manner and used to target training and technical assistance.</p> <ul style="list-style-type: none"> <li>• Assess the school division's policy and procedures concerning each identified systemic issue for compliance determination and make prompt corrections when noncompliance is determined.</li> <li>• Provide necessary supports as the need is determined.</li> <li>• Use available data sources for comprehensive self-assessments.</li> </ul>			

## Free Appropriate Public Education in the Least Restrictive Environment (FAPE in the LRE)

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
<p>Implementation of areas found in noncompliance (continuum of placement options, extended school year services, functional behavior plans, and provision of procedural rights)</p> <ul style="list-style-type: none"> <li>• Collect local data and analyze by disability and race and use the data to address trends and enforce correction.</li> <li>• Quality assurance monitoring: Are adequate supports being provided? Are behavior plans and supports helping students access the general curriculum? Are restrictive settings used at the appropriate times?</li> <li>• Develop and</li> </ul>				

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
<p>disseminate a Superintendent's Memo on least restrictive environment as an area of noncompliance warranting enforcement, including sanctions, and offering technical assistance.</p> <ul style="list-style-type: none"> <li>• Compile and disseminate effective ESY programs and practices.</li> </ul>				
<p>School personnel need more information and training/ public unaware of VDOE initiative</p> <ul style="list-style-type: none"> <li>• Compile and review LEA data to target technical assistance and compliance for program improvement.</li> </ul>	<p>School divisions aren't all meeting evaluation/re-evaluation timelines (compliance)</p> <ul style="list-style-type: none"> <li>• Determine reasons for evaluations not meeting timelines and explore additional strategies, including sanctions, to ensure timely and effective compliance. Develop a mechanism to</li> </ul>	<p>Functional behavior assessment and behavior plan requirements are not met (compliance)</p> <ul style="list-style-type: none"> <li>• Encourage and provide specific training for general education teachers to address challenging behavior of students with disabilities in general education</li> </ul>	<p>Extended school year requirements not met for all categories and severities (compliance)</p> <ul style="list-style-type: none"> <li>• Disseminate information about practical effective delivery systems for extended school year services to teachers for IEP teams.</li> </ul>	<p>Dropout rate for students too high</p>

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
	disaggregate children transitioning from Part C, early intervention to determine if there are problems in conducting timely evaluations with that population.	settings. Determine specific needs of general education teachers and target training and information in a coordinated way, especially to personnel who are not accessing the available opportunities through the T/TAC and other local and regional activities.		
Insufficient data on training on Part C transition <ul style="list-style-type: none"> <li>Collect the data by age of child when monitoring.</li> </ul>	Extended school year services (ESY) not met (compliance) <ul style="list-style-type: none"> <li>Seek information about programs in localities where children's' ESY services are being addressed.</li> </ul>	Number of conditional licenses increased <ul style="list-style-type: none"> <li>Collaborate and align with other agencies, localities, and other partners (such as Council for Exceptional Children, National Association of State Directors of Special Education) to address effective</li> </ul>	Requirements for a continuum of placement options in the LRE not met (compliance) <ul style="list-style-type: none"> <li>Determine reasons for identified areas of noncompliance. Explore additional strategies, including training and sanctions, to ensure timely and effective</li> </ul>	SOL test participation and performance too low <ul style="list-style-type: none"> <li>Continue to examine data in the following areas for trends:</li> <li>Graduation and school completion,</li> <li>Drop-out rate,</li> <li>Long-term suspension, and expulsion.</li> <li>If negative trends are</li> </ul>

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
		<p>special education personnel recruitment and retention activities.</p> <ul style="list-style-type: none"> <li>• Continue to examine personnel licensure reciprocity agreements with other states to determine if increases occur over time.</li> <li>• Provide flexibility to approved preservice programs. Provide more state support for a variety of creative school-university partnerships and collaborative programs among universities.</li> <li>• Support personnel in newly established mechanisms to increase preservice programs for teaching students</li> </ul>	<p>compliance.</p> <ul style="list-style-type: none"> <li>• Training in positive behavior supports, functional behavior assessment and intervention should address the needs of school personnel. The training should address effective intervention for challenging behaviors of students.</li> </ul>	<p>identified, determine reasons and implement appropriate action.</p> <ul style="list-style-type: none"> <li>• Compile information from a variety of Virginia studies/reports related to the dropout and long-term suspension causes and target effective, specific programs to address those problems.</li> </ul>

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
		with hearing impairment and vision impairment.		
<p>Interagency agreement review cycles variable</p> <ul style="list-style-type: none"> <li>• Establish a schedule for regular review and, if necessary, revision of the interagency agreements. Explore new agreements with agencies not currently involved.</li> </ul>	<p>Suspension/expulsion rates greater for students with disabilities</p> <ul style="list-style-type: none"> <li>• The local special education and general education instructional leaders should collaborate in the development and dissemination of model instructional programs to address: 1) increasing the graduation rate and implementing the new modified standard diploma, and 2) supporting students with disabilities in the school</li> </ul>	<p>Information not accessible enough on positive behavior supports, function behavior assessments, and behavior planning</p> <ul style="list-style-type: none"> <li>• Determine if the state-funded/supported activity is addressing the local and school personnel training and information needs.</li> <li>• Explore mechanisms to reach all personnel with training and information.</li> </ul>	<p>Untimely availability of assistive technology and materials for persons with visually-impairment</p> <ul style="list-style-type: none"> <li>• Widely disseminate information to school personnel and parents about obtaining specialized materials and assistive technology from various agencies/sources.</li> </ul>	

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
	division's SOL remedial programs.			
<p>School personnel need more information about modified standard diploma</p> <ul style="list-style-type: none"> <li>• The VDOE Divisions of Instruction and Instructional Support Services should collaborate in the development and dissemination of effective instructional programs to address implementing the new modified standard diploma and provide information on use of the diploma after high school.</li> </ul>		<p>School personnel need more information about new modified standard diploma option</p> <ul style="list-style-type: none"> <li>• Information on the new diploma should be disseminated to faculty and students at the preservice level as well as to personnel in schools.</li> </ul>	<p>Suspension and expulsion rates are greater than for students without disabilities</p> <ul style="list-style-type: none"> <li>• Encourage alternative schools to be started and maintained.</li> <li>• Address preventative measures and alternative placements.</li> </ul>	
<p>Some T/TACs don't encourage sufficient parent access</p> <ul style="list-style-type: none"> <li>• Explore mechanisms for T/TACs to reach</li> </ul>		<p>SOL testing and accreditation impact general education teachers' acceptance of students in their classes</p>	<p>Parental costs are a barrier to due process hearings to address FAPE</p> <ul style="list-style-type: none"> <li>• Inform parents of</li> </ul>	



<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
parents more consistently across the state.		<ul style="list-style-type: none"> <li>• Continue to gather and analyze data on students with disabilities' participation and performance on SOL tests and other assessments. If negative trends are found, or if students are not appropriately included in the state's accountability system, determine reasons and implement appropriate activities</li> <li>• Continue to inform the public about the alternate assessment process and procedures. Ensure that information and training opportunities for parent involvement in their child's alternate assessment process</li> </ul>	<p>free and low cost legal services.</p> <ul style="list-style-type: none"> <li>• Assess options for how to solve problems in early stages.</li> <li>• Identify all barriers to parents using the due process system with appropriate stakeholders. Using data from the state's mediation system, determine if mediation reduces the perceived barriers to resolving conflict.</li> </ul>	

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
		is made available to parents and teachers		
		<p>Teachers lack skills to address behavior in general settings/ activities</p> <ul style="list-style-type: none"> <li>• Encourage and provide specific training for general education teachers to address challenging behavior of students with disabilities in general education settings. Determine specific needs of general education teachers and target training and information in a coordinated way, especially to personnel who are not accessing the available opportunities.</li> </ul>		

## Parent Involvement

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
<p>Information accessibility (language, formats, location) is insufficient</p> <ul style="list-style-type: none"> <li>Develop translations and formats to make available to local school divisions.</li> </ul>	<p>Parents not informed appropriately of rights and responsibility (compliance)</p> <ul style="list-style-type: none"> <li>Develop a training package for parent regarding procedural safeguards.</li> <li>Disseminate information in a variety of formats and in needed languages.</li> <li>Develop a procedure to make sure parents are involved.</li> </ul>	<ul style="list-style-type: none"> <li>Train teachers and special education providers for informing parents.</li> <li>Train personnel addressing cultural issues.</li> </ul>	<ul style="list-style-type: none"> <li>Parents are informed of all components at all levels.</li> </ul>	<p>Parents report that the needs of their children are being met.</p>
<p>Insufficient data on joint training trend</p> <ul style="list-style-type: none"> <li>Establish and support joint training.</li> </ul>	<p>Insufficient data on joint training trend</p> <ul style="list-style-type: none"> <li>Establish and support joint training.</li> <li>Develop and expand data collection methods and develop strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Train personnel in “partnering” (institutions of higher education, local education agencies, state-operated programs, jails, etc.) by establishing a variety of techniques (i.e., mentoring, PEATC’s model).</li> </ul>	<ul style="list-style-type: none"> <li>Establish a variety of ways and format to disseminate information to parents.</li> </ul>	<p>Mechanisms are developed to identify the needs of people before training.</p> <ul style="list-style-type: none"> <li>Survey</li> <li>Public forums</li> </ul>

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
<p>Insufficient data on parent use of availability of joint training</p> <ul style="list-style-type: none"> <li>• Need to collect data on what school divisions are doing to inform parents.</li> <li>• Create a task force to develop recommendations on how to provide joint training.</li> </ul>	<p>Insufficient data on parent use and availability of joint training</p> <ul style="list-style-type: none"> <li>• Establish and support more training for students and school personnel to participate together</li> </ul>			
<p>Insufficient data on effect of SIG training on local needs of child/family</p> <ul style="list-style-type: none"> <li>• Develop and expand data collection methods and develop strategies.</li> </ul>	<p>Insufficient data on efficacy of parents on LACs</p> <ul style="list-style-type: none"> <li>• Collect data through surveys.</li> </ul>			
<p>Insufficient data on sufficiency of VDOE direction to LACs on program planning through parent/professional partnerships</p> <ul style="list-style-type: none"> <li>• Develop and expand data collection methods and develop strategies.</li> </ul>				
<p>Insufficient data from parents regarding their participation on LACs and in program planning</p> <ul style="list-style-type: none"> <li>• Develop and expand data collection methods and develop strategies.</li> <li>• Develop a way to include results of public forums in local monitoring reports.</li> <li>• Develop guidance materials on</li> </ul>				

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
<p>implementing Local Advisory Committees (LACs), including suggested roles and responsibilities. Disseminate this information to LACs and special education directors.</p> <ul style="list-style-type: none"> <li>• Maintain current SSEAC structure of regional parent representation.</li> </ul>				

## Secondary Transition

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
<p>All students exiting school are not targeted in exit-prevention efforts.</p> <ul style="list-style-type: none"> <li>• Develop and expand data collection methods and develop strategies.</li> <li>• Increase available linkages to transition service providers inside and outside the state education agency.</li> <li>• Finalize Superintendent's Memo and continue training for "age of majority."</li> </ul>	<p>All students exiting school are not targeted in exit-prevention efforts</p> <ul style="list-style-type: none"> <li>• Develop and expand data collection methods and develop strategies accordingly.</li> <li>• Determine why localities are not accessing training.</li> <li>• Re-think the way T/TACs are used in the area of transition (i.e., 3-year commitment through long-range agreements).</li> </ul>			
	<p>Proper one-year notice not given regarding age of majority requirements and transition service requirements (compliance)</p> <ul style="list-style-type: none"> <li>• Increase vocational education programs for students with disabilities.</li> </ul>	<p>Proper one-year notice not given regarding age of majority requirements and transition service requirements (compliance)</p> <ul style="list-style-type: none"> <li>• Use local funding subgrants for placing students with disabilities in work settings.</li> <li>• Expand transition</li> </ul>		

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
		personnel in local school divisions		
<p>Preparation of youth for adult life is insufficient</p> <ul style="list-style-type: none"> <li>• Re-establish secondary transition leadership at VDOE.</li> <li>• Continue financial support from the VDOE to PERT at WWRC to conduct comprehensive vocational evaluations for students with disabilities.</li> <li>• Determine why localities are not accessing training.</li> <li>• Review training provided by T/TACs.</li> </ul>				<p>Drop out rate too high</p> <ul style="list-style-type: none"> <li>• Involve parents and students in the development of prevention strategies.</li> <li>• Training component for students and families.</li> </ul>
<p>Transition opportunities, vocational employment and community based instruction is too small a percentage of T/TAC training</p> <ul style="list-style-type: none"> <li>• Revise interagency template between local school divisions and DRS offices and monitor collaboratively between the respective VDOE</li> </ul>	<p>Transition opportunities, vocational employment and community based instruction is too small a percentage of T/TAC training</p> <ul style="list-style-type: none"> <li>• Develop long-range plan for technical assistance in vocational employment and</li> </ul>	<p>Transition opportunities, vocational employment and community based instruction is too small a percentage of T/TAC training</p> <ul style="list-style-type: none"> <li>• Establish coordination among VDOE</li> </ul>		

<i>State Findings</i>	<i>Local/ Community Findings</i>	<i>Personnel Findings</i>	<i>Implementation Findings</i>	<i>Child and Family Outcomes</i>
<p>and VDRS staff and updated as needed.</p> <ul style="list-style-type: none"> <li>Expand agreement to include Community Service Boards (CSB), Social Services, and other pertinent agencies.</li> </ul>	<p>community based instruction.</p>	<p>and T/TAC staff assigned to secondary transition.</p> <ul style="list-style-type: none"> <li>Support increases for the annual state training conference “Transition Forum.”</li> </ul>		
		<p>Lack of hard data of why and local personnel are not accessing training</p> <ul style="list-style-type: none"> <li>Develop mechanism to collect data why local personnel are not accessing training.</li> </ul>	<p>Preparation of youth for adult life is insufficient</p> <ul style="list-style-type: none"> <li>Use training packets designed for students that are competency-based (i.e., self-determination, and advocacy).</li> </ul>	